DOCUMENT RESUME

ED 121 366 JC 760 207

AUTHOR Olson, Gerald T.
TITLE Conducting a Community College Counseling Needs Assessment.
NOTE 11p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Community Colleges; *Counseling; *Counseling Effectiveness; *Counseling Goals; Guidance Objectives; *Junior Colleges; Models; *Needs Assessment

ABSTRACT

This document presents a model for conducting a community college counseling needs assessment. The assessment process is divided into three phases: (1) The target group is identified, and data about it is gathered in a carefully planned way. (2) The goals of the counseling program are established, and activities are identified which could be added to or deleted from the program to maximize its effectiveness. (3) A survey instrument is developed and administered to members of the target group and other interested parties to enable them to help determine and prioritize counseling goals. A sample needs assessment survey form is included, along with directions on proper analysis of the results. (Author/NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED121366

CONDUCTING A COMMUNITY COLLEGE COUNSELING NEEDS ASSESSMENT

Gerald T. Olson, Ph.D.

Division of Program Evaluation, Research, and Pupil Services
Office of the Los Angeles County Superintendent of Schools
Downey, California

JC 760 207

Conducting a Community College Counseling Needs Assessment

Needs assessments are often neglected by counselors prior to making decisions about the counseling program they will offer; they ought not be. Establishing need should be a starting point for building a counseling program because it gives decision makers something solid on which to base their offerings. The process described below, and the form provided, has been helpful to community college counselors in taking this first step among the many in the process of educational evaluation.

1. PROCESS

There are three processes involved in conducting a needs assessment; they are:

a. Identifying the target group

b. Determining potential program activities
(Identifying goals)

c. Determining the desired activities
(Prioritizing goals)

The product of these processes is the first important step in formulating a counseling program.

A. IDENTIFYING THE TARGET GROUP

For whom is the counseling program to be designed? It is essential that the target group(s) be identified early in the planning process.

Data should be gathered about the target group(s) in a carefully planned way. Such data can be helpful in determining goals, priorities, and needs.

The target group should be asked to help determine goals, and prioritize them, as an essential part of a comprehensive needs assessment. It is wise, also, to include interested others such as family members, administrators, and advisory groups.

B. DETERMINING PROGRAM ACTIVITIES

A counseling program probably already exists in most community colleges. A program is a time-phased and funded plan which allocates resources and specifies successive steps to support goals and achieve stated objectives. Goals are sources of action. They are most commonly stated by using the infinitive form of a verb and a noun. To build self-esteem is a goal. Goals answer the question: What is to be done? When we answer that question and others related to it, such as: How is it to be done? By whom? When ? What is the expected outcome(s)? Measured by what? Where will the results be found? then we have an objective. If a college has a counseling program its goals are fairly easily identified; if it does not then counselors need to identify them if they are to establish to what degree they are perceived as being needed by the target group and those interested in the counseling program's effectiveness. Determining the counseling program's activities and identifying goals is the same thing. One should go beyond what the program is to what it should be and thus identify activities which could be added to or deleted from the program to maximize its effectiveness.

[illegible]

After goals have been identified there are two to a needs assessment or determine the desired activities by prioritizing the goals. A form is usually developed for obtaining responses to these goals from members of the target group and persons interested in seeing them realized. The following is a sample "tool" from which can be used to accomplish a needs assessment.

[illegible]

[illegible]

[illegible]

[illegible]

Below are listed several extracurricular [illegible] as part of a community program. Please answer two questions about each activity.

a. How important do you think it is?

b. How well do you think it is being done?

Make a mark in the box which best represents your think-ing on the activity.

[illegible]

[illegible]

To provide summer [illegible]

	How Important	How Well Being Done	How Often
Very Important			X
Fairly Important			
Not Important			

The respondents thought the activity was very important, but that it was not being well done.

In the following example other activities are mentioned. Please react to each item by indicating how important and how well it is being done by placing a check in the box of your choosing.

c. [illegible]

[illegible]

(i) In [illegible]

[illegible]

(ii) In [illegible]

(iii) In [illegible]

(iv) In [illegible]

(v) In [illegible]

d. [illegible]

[illegible] [illegible] [illegible] [

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]
11. [illegible]
12. [illegible]
13. [illegible]
14. [illegible]
15. [illegible]
16. [illegible]
17. [illegible]
18. [illegible]
19. [illegible]
20. [illegible]